Guides

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Community Needs Assessment Guide

Cesar Chavez Foundation

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Service-Learning Tool Kit
Cesar E. Chavez Foundation

Contents

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To ensure students have a clear understanding of the importance of a community needs assessment, gauge their understanding of "**community**" and "**need**."

Community

Ask the class: "What is a community?" How is it defined? What are the boundaries? i.e. (1) a group of people having common interests (2) a group viewed as forming a distinct segment of society (3) a group of people living in the same locality and under the same government. Ask: "What community(s) are you a part of?"

Need

Pose the question to the class: "What is a Need?" A need is something you have to have and cannot do without. Example: food-you need it to sustain yourself. A want is different- but may be perceived as a need by some people. Ask: "What do you consider a need for you?"

Purpose of Community Needs Assessment

- Identify Needs of community
- Communities or continuously changing—(social, cultural, economic)---Programs and policies need to evolve that recognize these changes so they are still relevant. (i.e. Political refugees of El Salvador, Immigrant populations to Los Angeles, Unemployment because of factory shut-downs in South L.A.)
- See what community is like-characteristics of people, types of organizations, values, beliefs, goals, concerns, and problems. (is it low-income, multicultural, high crime?)
- Sometimes needs are difficult to identify and therefore we may need to figure out how to assess the need. (High levels of depression, AIDS)
- Through an assessment people learn more about a situation and feel they have a voice in the outcome.
- Sometimes community needs are not revealed until a crisis occurs---(i.e. LA Uprisings, accidents due to no crosswalks)

(Source: Coping with Growth: Community Needs Assessment Techniques. Lorna Michael Butler and Robert E. Howell Accessed 8/20/'03
http://extension.usu.edu/wrdc/resources/coping/wrep44.htm)
(Source: http://www.extension.iastate.edu/communities/tools/assess/ Accessed on 8/22/03 Needs Assessment Strategies)

Steps to Assessing Community Needs

1. **Present Purpose of Needs Assessment**

2. **Know how to use the needs assessment**
    What do we want to know and why?
    How will we use information?

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What information already exists and what do we need to gather?
Who should be involved in the gathering of data? Why?

3. Determine what types of data to look for/collect
Statistics
Personal interviews

4. Design a survey instrument
What is an appropriate method for this population?
Is this instrument feasible in terms of cost and time?
Will this provide accurate and useful information?
Will instrument result in information that can be easily analyzed?

5. Gather data
Interviews
Government data/statistics
- e.g.: census data, public health findings
Current events
Surveys
- large, widespread surveying or small, focused groups
Small group discussions
Community Forums
Participant Observation

6. Analyzing Data
Is data reliable?
Does it reflect a general need?
Identify and eliminate errors that have been made when collecting data.
What are the major themes/obvious needs?

7. Communicating the results of the needs assessment

Approaches to Community Assessments

The following are different ways to gather information for a community assessment along with the advantages and disadvantages of each one. Use an approach that can be done effectively considering the various constraints such as liabilities, time, and resource availability.

EXISTING DATA
There is a variety of descriptive statistical data available that reveals important characteristics about a community. These descriptive statistics are complied as census data, labor surveys, police reports, school, and hospital information. Other sources include newspapers and community newsletters that reveal community conditions.

Advantages
1. Makes use of already existing statistical data
2. Can be done relatively quickly
3. Easy to chart changes over time

Disadvantages
1. Indicators often are indirect

2. Available information may not be current
3. Does not consider people's perceptions of needs

SURVEY
Information is gathered from a representative sample to reveal important characteristics of a community. Data is collected by personal interviews, telephone surveys, hand-delivered questionnaires or mail questionnaires.

Advantages
1. Valid and reliable data
2. Represents the attitudes of a broad range of individuals
3. Can obtain information on behavior as well as opinions

Disadvantages
1. May be more costly than other approaches—dollars and volunteer time
2. Questionnaire construction may be difficult
3. Requires more technical skills than other approaches

KEY INFORMANT
The Key Informant Approach identifies community leaders and decision makers who are knowledgeable about the community and can identify priority needs and concerns. Key informants complete a questionnaire or are interviewed to obtain their impressions of community needs.

Advantages
1. Quick and inexpensive
2. Questionnaire usually easy to prepare
3. Contact made in the information gathering process may help provide legitimation for later implementation

Disadvantages
1. Information likely to be biased—age, occupation, education, income
2. Information from key informants may be out of touch with real community needs.
3. Number of informants surveyed may be too small to generalize findings to total community

COMMUNITY FORUM
A public meeting is a larger setting that encourages community members to discuss community needs, prioritize needs, and steps to address these priority needs.

Advantages
1. Inexpensive and easy
2. Input comes from a wide range of people
3. May have good public relations as well as planning benefits

Disadvantages
1. Those who attend may not be representative of total community but may represent special interest groups
2. Participants may try to use the forum as a gripe session
3. Public meeting may heighten expectations beyond what the program may reasonably expect to deliver

FOCUS GROUP

A group of people selected for their particular skills, experience, views, or position are asked a series of questions about a topic or issue to gather their opinions. Group interaction is used to obtain detailed information about a particular issue.

Advantages
1. Relatively easy to undertake
2. Results can be obtained in a short period of time
3. Social interaction in the group produces freer and more complex responses
4. The researcher can probe for clarification and solicit greater detail
5. Responses have high face validity due to the clarity of the context and detail of the discussion

Disadvantages
1. Requires highly skilled moderator
2. Groups are often difficult to assemble
3. Individual responses are not independent of one another
4. The results may not be representative of the general population because the group is hand-selected

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Recommended Activities

Steps to conduct a Survey

Step 1 Determine the survey goal
- Students will conduct a survey in order to identify a community need and develop a project intended to address this need.

Step 2 Select a sample
- The size of the survey sample population will require consideration of realistic timetables and available resources for the project. The amount of persons to be surveyed, general location, boundaries of the community are important considerations.

Step 3 Make the questions
- Break students up into small groups to brainstorm possible questions for survey.
- Keep it simple: persons you survey may not want to be bothered by long tedious surveys, so keep the questions short, simple, and concise.
- Questions should be thorough and focused so that it will be easy to analyze the data after administering the survey.
- There are different types of questions that can be included in the survey:
  > 1) Open-ended 2) Multiple-Choice 3) Ratings or Rankings 4) Linkert-scale (i.e. *Strongly Agree_ Agree_ No Opinion_ Disagree_ Strongly Agree__)*

Step 4 Test the survey
- If possible, test the survey to determine if questions make sense and are understood by persons to be surveyed. Students can partner with each other and test the survey.

Step 5 Administer the survey
- Students should remember to be courteous when administering the survey. Mention the purpose of the survey and thank contributors for their participation.
- Determine how the survey should be given. (Personal acquaintances, large gathering place, phone, etc.)

Step 6 Analyze the data
- Determine the best way to aggregate data (computer-excel, graphs, tally)
- Students can be selected to tally most commonly identified community needs in the front of class with other students reading off survey results, and remaining students assisting in the analysis.
- Determine a method for selecting the community need to be addressed by the class service-learning project.

Step 7 Share and use the results
- Decide who should be informed of survey results. A community profile can be developed that is beneficial for students and community members to better understand their community environment.

Steps for Data Collection

This technique can be used alone or in conjunction with other approaches for a more thorough assessment.

Step 1 Identify what types of data you will be using for assessment.
> -Newspaper
> -Statistics
> -Census Data

(For this age group, newspapers will probably be the easiest source to use, the information is easy to understand and is presented in a clear, familiar way. Newspapers are also much easier to collect than other data sources.)

Step 2 Explain the purpose of a needs assessment
- Remind students that a requirement of the service-learning project is that it address a community need. It is their task to determine what some community needs are and to develop a service-learning project addressing one need.

Step 3 Collect the data
- Ask students to bring in newspapers from home or print online statistics or census data. The teacher should also collect newspapers/data for student use.

Step 4 Review information
- Students should review the information in class individually, in pairs, or in small groups. If using newspapers, have students tear out articles that discuss a community need. If they select articles about national or global issues ask them to come up with local connections to what is happening in their own community, remembering that the point of the activity is to identify *local* community needs.

Step 5 Discuss findings
- After 20-30 minutes bring the class together and discuss the findings. Have students briefly share the topics or needs they found. On the chalkboard, make a tally of what topics were most commonly found.
- Make connections between related topics (such as connecting articles on car pollution and rising instances of asthma among children) and explain how one service-learning project might address multiple community needs.

Step 6 Decide on Topic
- Decide on a topic based on majority student interest. Ask the students to list the three topics that interest them most and make another tally of the most popular responses. (You may want to have the students to write down their top three interests so that all students have an equal and fair voice in the decision.)
- Based on the most popular choices you can then begin to brainstorm and develop a project to address the selected community need.

Steps to Conduct a Focus Group

Step 1 Define the purpose
- The purpose of the Focus Group is to bring together representatives of a variety of community entities to participate in a group discussion concerning the needs of our community.

Step 2 Identify the desired participants
- The Focus Group should be made up of variety community members. (School employees, parents, students, police, city officials etc.) Having a diverse group will provide a broad view of our community's needs and resources.
- Contact and inform participants. The Focus Group should have between 5-10 participants

Step 3 Generate the Questions
- The questions could arise from a class discussion involving the students, teacher and service coach.
- Questions should be short and straightforward.
- Questions should be thorough so that it will be easy to analyze the data.
- Questions could be open-ended, multiple choice, rating or ranking, Linker scale.

Step 4 Select the Facilitator
- The facilitator could be the teacher or one or more students who volunteer or are selected by their classmates. The facilitator will be responsible for conducting the focus group.

Step 5 Conduct the Focus Group
- Welcome and Introduction
- Pass out materials
- Go over the timeline and questions
- Monitor group discussion and answering of questions.
- Take notes and collect data.

- The Focus Group should be given enough time to thoughtfully review, discuss, and answer the questionnaire.

Step 6 Interpret and report results
- The facilitator, teacher, and service coach will analyze collected data.
- Data could be presented to the class in a tally, graphs, and/or spreadsheet.
- Based on the outcomes of the focus group the students will determine what community needs to address with their service-learning project.

PROBLEM POSING PROCESS EXAMPLE:

IDENTIFY THE PROBLEM:

Homelessness in San Francisco

ANALYZE THE PROBLEM:

- POLITICAL – Alternative programs have been acknowledge but not met, therefore has been used for political tactics for obtaining votes.

- SOCIAL – People acknowledge the issue, however ignore the problem.

- ECONOMIC – Government funding goes in creating more prisons than schools or homes.

- HISTORICAL – San Francisco has been compassionate to solving the homeless issue by building centers such as Glide Memorial Church and Habitat for Humanity, however in recent years the city has demolished more than sixty homeless shelters due to gentrification, resulting in more than 14,000 homeless people in the city.

STRATEGIES TOWARDS SOLVING THE PROBLEM:

- Building affordable housing

- Create/support food banks

- Organize fundraisers

DIRECT PLAN OF ACTION:

- Food and clothing drives

- Volunteering to build homes with Habitat For Humanity

- Volunteering at local food banks and homeless shelter

PROBLEM POSING PROCESS:

IDENTIFY THE PROBLEM:

_____

_____

ANALYZE THE PROBLEM:

- POLITICAL: _____

  _____

- SOCIAL: _____

  _____

- ECONOMIC: _____

  _____

- HISTORICAL: _____

  _____

STRATEGIES TOWARDS SOLVING THE PROBLEM:

_____

_____

DIRECT PLAN OF ACTION:

_____

_____

_____

Chavez Service-Learning Survey

Contact Information

Name of Organization: _____

Contact Person: _____ Phone: _____

Address: _____ Fax: _____

_____ E-mail: _____

Survey

The Cesar E. Chavez Foundation is beginning to solicit funding for Cesar Chavez Service-Learning. In the near future we will be approaching private foundations and the state legislature to renew and possibly enhance funding. With this agenda in mind, please complete the survey below.

1. Are you or your partners interested in doing Chavez service-learning? If so, what type of support do you anticipate needing to make Chavez service-learning successful?
   _____

   _____

2. What type of training and/or technical support would you need to implement Chavez service-learning projects? _____

   _____

3. How many teachers are you able to work with? _____

   _____

4. Approximately how many students do you think you can engage? _____

   _____

5. Would you be able to get letters of support for Chavez service-learning from administrators, teachers, parents, and/or students?
   _____

   _____

Please return to Julie Rodriguez at the address below. For additional information please contact Julie at (818) 265-0300 x233 or via e-mail at jrodriguez@cecfmail.org.

CHAVEZ PROJECT PLANNING FORM

CONTACT INFORMATION

Name of Organization: _____

Contact Person: _____ Phone: _____

Address: _____ Fax: _____

_____ E-mail: _____

_____ Web: _____

PROJECT IDENTIFICATION

What are some of the issues/needs in our community? If unsure, how can we find them out?

_____

_____

How do our issues/needs relate to Cesar's life, work, and values? If none identified, Cesar started out the Farm Worker Movement by conducting a community needs assessment called the "Farm Worker Census".

_____

_____

How can we connect this to what we're studying in class?

_____

_____

What resources are available to help me with my project?

_____

_____

ELEMENTS OF HIGH QUALITY SERVICE-LEARNING

Please describe the ways in which you incorporated each of the elements of high-quality service learning into your project.

Academic Learning: What values, skills, and/or knowledge will students learn?

_____

_____

_____

Civic Responsibility: What positive changes will students make in their communities? Will it help them build a sense of responsibility to give back to their communities?

_____

_____

_____

Collaboration: What organizations will you work with to help plan, organize, and evaluate the project? How will you coordinate efforts?

_____

_____

_____

Youth Voice: How will students be given the opportunity to express their thoughts, make decisions, and play an active role in organizing the project?

_____

_____

_____

Reflection: When will students be given time to reflect on the project? Will they be expected to connect the project to other issues in the community/society?

_____

_____

_____

Evaluation: How will you document the project (written, video, audio) to think about and analyze the impact of the project?

_____

_____

_____

Student Identified Service-Learning Projects:

Chavez Value	Community Need	Academic Connection	Service Project Ideas
Celebrating Community/ Acceptance of all People	Degrading Images/Symbols of Women	Language Arts Women's Suffrage Media/Communications	Develop a poster campaign with positive images/aspects of women.
Preference to Help the Most Needy/ Service to Others	Teen Pregnancy	Language Arts Health and Nutrition Life Skills	Create support groups for teens and teen mothers. Create and disseminate a Teen Pregnancy resource pamphlet for teens and teen parents listing local resources and organizations available to them.
Preference to Help the Most Needy/ Service to Others	Teen Pregnancy	Language Arts Health and Nutrition Life Skills	Create informational materials and workshops to educate teens about safe sex and ways to protect themselves, including but not limited to abstinence.
Preference to Help the Most Needy/ Service to Others	Teen Pregnancy	Language Arts Health and Nutrition Life Skills	Create informational materials and workshops to educate teens about safe sex and ways to protect themselves, including but not limited to abstinence for Middle School Students.
Preference to Help the Most Needy/ Service to Others	Teen Pregnancy and Risk Behaviors	Language Arts Health and Nutrition Life Skills	Organize an educational rally on campus to educate students about alternatives. Invite local organizations working on these issues to provide speakers and information.
Acceptance of all People	Racism and Discrimination	World History Local History Language Arts Immigration	Create skits to dispel common ethnic, racial, gender etc. stereotypes and biases. Perform the skits at lunch on campus.
Knowledge	Overcrowded Schools	Local History Language Arts	Circulate petitions to increase school funding. Contact local community leaders to put pressure on decision makers to increase school funding.

Service to Others	Traffic	Local History Language Arts	Talk to community leaders about increased funding for public transportation. Provide incentives for people who ride the Metro or use other forms of public transportation.
Respect for Life and the Environment	Open Green Space	Local History Language Arts Earth Science Environmental Science	Work with community leaders and local partners to create more open green space. Research the history of the community and combine a historical preservation component.
Service to Others	Safety for Students To and From School	Local History Language Arts	Talk to community leaders about building sidewalks throughout the community where students walk to and from school.
Knowledge	Drugs	Local History Language Arts Health and Nutrition	Develop informational materials, workshops, etc. for Middle School students about the risk of using drugs. e.g. "Live Strong" wrist bands
Non-Violence	Violence in Schools	Language Arts Health and Nutrition Life Skills	Develop peer anger management/conflict resolution programs on campus to prevent violence.

Teacher Identified Service-Learning Projects:

Chavez Value	Community Need	Academic Connection	Service Project Ideas
Preference to Help the Most Needy	Homelessness and Poverty in Miami	World Hunger Health and Nutrition Social Services in the US	Homelessness Fair – Invite Community Based Organizations (CBOs) working with the homeless community to share information about their programs and discuss ways in which young people can get involved/volunteer around homeless issues.
		World Hunger Social Services in the US Reaganomics The role of Government	Bring guest speakers into the classroom that work with the homeless community to better define/explore the issue of homelessness with youth. This will help to dispel stereotypes and myths of homelessness.
		Math Statistics	Organize and host clothing and food drives for local shelters, churches, and missions working with the homeless community.
		Health and Hygiene Life Skills	Partner with organizations and agencies that provide free dental and health care to bring those services to the homeless community.
		Earth Science Environmental Science	Create a community/school garden and donate food to local shelters, churches, and missions working with the homeless community.
		World History Local History Language Arts	Create a documentary on the history of hunger and homelessness (locally and/or globally).
		Math Statistics	Create/host a Walk-a-Thon to raise money for CBOs working with the homeless community.
		Math Statistics	Host/sponsor a "Sock Hop" to raise money for CBOs working with the homeless community.
		Language Arts World Hunger Health and Nutrition Social Services in the US	Write and produce Public Service Announcements (PSAs) for local radio and TV stations about the issue of hunger and homelessness. Provide opportunities /suggestions for ways in which people can volunteer.
		Language Arts World Hunger Health and Nutrition Social Services in the US	Write Letters to the Editor about the issue of hunger and homelessness. Provide opportunities /suggestions for ways in which people can volunteer.

Chavez Value	Community Need	Academic Connection	Service Project Ideas
		Language Arts Public Speaking Skills World Hunger Health and Nutrition Social Services in the US	Develop and organize community workshops on hunger and homelessness. Provide opportunities /suggestions for ways in which people can volunteer.
Acceptance of all People	Diversity in our communities	Language Arts History Interviewing Skills Communication Skills	Develop an oral history project where students interview members of the community from different ethnic, religious, cultural etc. backgrounds to identify traditions, celebrations, practices. Have students create workshops, books, skits, posters to generate awareness and celebrate the diversity of their community.
Non-Violence	Bullying, intimidation, racism, discrimination, harassment, and violence.	Language Arts US History World History Conflict Resolution Skills	Develop a peer mediation/conflict resolution program at the school site. (See Chavez Foundation's "Can't We All Get Along" Peer Mediation and Awareness Resource Guide)
Determination Knowledge	Literacy	Language Arts	Develop a literacy campaign where students generate awareness about issues of literacy in their community and sponsor cross-aged tutoring programs to enhance literacy skills of younger students.
		Math Statistics	Host a book drive for members of the community that may not have home libraries.
Celebrating Community	Local history of our communities	Language Arts History Interviewing Skills Communication Skills	Develop an oral history project where students interview members of the community to explore the local history. Have students create workshops, books, skits, posters celebrating and reviving the local history of their community.
Respect for Life and the Environment	Loss of Habitat	Earth Science Environmental Science	Identity native habitat of the local community. Plant native trees, plants, species to stimulate and restore local environment.

TIPS FOR EFFECTIVE FACILITATION

Prepare yourself

- Gain as much understanding about the group you are facilitating in advance of the session as is possible (numbers, work done to-date, issues and concerns).
- Think through the issues or problems that may arise in the facilitated session and plan how you will respond.

Fine-tune your skills

- The key skills for facilitation are listening, synthesizing discussion and identifying ways to move the discussion or learning forward.

Define your role

- Make sure participants understand that your role as a facilitator is to assist the group to identify key issues and challenges and develop strategies to respond to these issues. You will keep them on track and ensure that the workshop objectives are met, but the expertise and the answers to theirs issues and concerns rests with the participants themselves.
- You must trust that the group you are facilitating will take responsibility for their own learning and problem-solving. Your role is to provide a structure or support for doing this.

Organize

- As a facilitator you must have a very clear understanding of what needs to be accomplished by the end of the session and the means you will use the guide the group to this end.

Remain open

- Be flexible. Plan your process in advance, but be ready to change or adapt to meet the needs of the group.

Keep it simple

- Don't make the process to complex. You do not want the process to get in the way of learning and discussion. The larger the group, the simpler the process and the tools used should be.
- Don't try to cram too much activity into the time you have. Allow time for meaningful discussion. Often the sharing of ideas and discussion has the most value for participants.

Start off on the right foot

- Ensure that all participants have a common understanding of the purpose and intended results of the session.
- An introductory exercise is always advisable as it breaks the ice and allows you to develop rapport with the group.

Build trust

- For effective facilitation the group must trust you. For trust to develop you must be genuine in your interest and desire to make the facilitated session beneficial for participants.

Strike a balance

- There is a balance to strike between giving people time to express themselves and keeping the process on track.

Stay neutral

- Ask questions. As a neutral party you can help a group think through issues by simply asking questions.
- If conflict emerges, identify the issue that is at the center of the conflict. Acknowledge that there is conflict and emotion.
- In heated discussions or conflicts, make sure that participants continue to show respect for one another. Keep discussions focused on the issues rather than letting things get personal.

Make them laugh

- Humor is important. It is a non-threatening way for participants in a group to see issues or acknowledge problems.

Write it down

- Particularly for participants in an existing Chavez Service-Learning program, the notes made during the session may be useful for further work and discussion. Choosing a participant to record group work may prove helpful.

- Before discarding any flip chars, ask the group if they would like to have notes written up and sent to them about the workshop.

Get feedback

- Ask for evaluative feedback. Learn from your experience.
- Watch group vibes and body language.
- If people seem bored or inattentive, you may have to speed up the pace of the meeting. If people seem tense because of unvoiced disagreements, you may have to bring concerns out into the open.

Ask open-ended questions

- Effective, open-ended questing will provide participants with the opportunity to share their experience and knowledge with the group, and helps to get necessary feedback.

Set and follow ground rules

- Developing ground rules with the group and sticking to them helps to create an environment in which everyone feels comfortable participating.

Encourage participation

- Involve everyone in the meeting. This includes drawing out the quiet participants and controlling the domineering ones.

Stick to the agenda

- Groups have a tendency to wander far from the original agenda, sometimes without knowing it. When you hear the discussion wandering off, bring it to the group's attention.

Check back with the group

- Be careful about deciding where the meeting should go. Check back after each major part of the process to see if there are questions and that everyone understands and agrees with decisions that were made.

Be self-aware

- Take a break to calm down if you feel nervous or are losing control. Watch that you're not repeating yourself, saying "ah" between each word, or speaking too fast. Watch your voice and physical mannerisms. (Are you standing too close to people so they feel intimidated, are you making eye contact so people are engaged?) Your behavior will have an effect on the way participants feel.

Summarize results and needed follow-ups

- Before ending the meeting, summarize the key decisions that were made and what else happened. Be sure also to summarize the follow-up actions that were agreed to and need to take place. Remind people how much good work was done and how effective the meeting was. Refer back to the objectives or outcomes to show how much you accomplished.

Thank the participants

- Take a minute to thank people who prepared things for the meeting e.g. the people who set up the room, brought food and refreshments, or did any work towards making the meeting happen. Thank all of the participants for their input and energy and for making the meeting a success.

EFFECTIVE FACILITATION – THINGS TO AVOID

Don't memorize a script.

- Even with a well-prepared agenda and key points you must make, you need to be flexible and natural. If people sense that you are repeating memorized lines, they will feel like they are being talked down to and won't respond freely.

Don't talk to the flipchart, blackboard or walls – they can't talk back!

- Always wait until you have stopped writing and are facing the group to talk.

Don't be defensive

- If you are attacked or criticized, take a "mental step" backwards before responding. Once you become defensive, you risk losing the group's respect and trust, and might cause people to feel they can't be honest with you.

Don't fidget

- Hold onto a marker, chalk, or the back of a chair. Don't play with the change in your pocket!

Things to consider when organizing trainings and workshops:

Logistics
- Choose a time that works for your target audience
- Choose a location/place that is easily accessible for your target audience
- Provide directions to and from training/workshop location
- Do necessary outreach/marketing to all potential stakeholders.
- Create the necessary signage so people can easily find the room/training location.
- Arrange seating to facilitate discussion e.g. round tables for small group breakouts and discussion, arrange seats in a circle so everyone can be involved in discussion.
- Provide packet of materials that will be useful for your target audience and training needs.
- Sequence events/activities so there is progressive learning and understanding of the subject of the training.
- Provide opportunities for Youth Engagement/Youth Voice.
- Provide food and drinks to generate a sense of community.

Preparation
- Find out as much as you can about your audience, e.g. experience, interests, what they want to get out of the training/workshop.
- Research the topic inside and out so you are better prepared to answer questions as they arise.
- Identify goals and objectives of the training/workshop and establish clear results.
- Develop an agenda so people can see the progression of the training/workshop.
- Provide ample time for questions and answers throughout the training/workshop.
- Anticipate potential problems/challenges so you're not caught off guard.
- Provide target audience with necessary resources and information before the training/workshop.
- 7 P's – Prior, Proper, Planning, Prevents, Piss, Poor, Performance

Process
- Create "Ice Breakers" to allow people to get to know one another and feel comfortable in the training/workshop.
- Try to stick as closely to the agenda as possible.
- Be flexible to make sure you're meeting the needs of your audience.
- Develop age-appropriate activities for target audience.
- Establish guidelines/ground rules for training/workshop and/or individual activities.
- Remember to stay neutral "ALL ideas are valid and important."
- Develop activities that encourage active participation.
- Use multi-media tools to keep audience engaged.
- Play off the interests, ideas, and experience of the audience.

Defining Your Role
- Know what experiences/strengths you bring to the training/workshop.
- Know what you are willing to do and what you are not willing to do.
- Provide audience with optimal opportunities for learning.
- Walk the Talk.
- Facilitate do not dictate (see Facilitation Do's and Don'ts).
- Establish boundaries that create a challenging yet safe environment.

Setting the Tone
- Begin with a song or some form of music e.g. Bob Marley.
- Find out the background of the target audience.
- Create activities/discussion materials that are relevant to the audience and their experience.
- Be flexible.
- Know your break schedule.
- Tell stories about your experiences to bring subject matter to life.
- Provide a variety of activities.
- Ask specific questions.
- Ask questions everyone can respond to.

Participation
- Create "Ice Breakers" everyone can participate in.
- Keep people actively involved – Talking, Thinking, Moving.
- Delegate responsibilities.
- Create listening activities e.g. Call and Response Activities.
- Create simulation activities.
- Develop the training/workshop so that audience walks away with something they have created – Final Product.
- Hand out pens and paper so people can take notes.
- Distribute power point and other presentation tools at the end of the training/workshop.
- Create incentives so people stay until the end of the training/workshop.

Cultivating Leadership
- Lead by Example.
- Peer modeling.
- Provide verbal praise and affirmation throughout the training/workshop.
- Teach specific and tangible skills and strategies that people can take back to their schools/communities.
- Be flexible.
- Accept and give constructive criticism.
- Use outside resources to enhance collective knowledge and understanding.
- Be culturally sensitive with diverse audiences.
- Be prepared, organized, and dedicated.

- Make everyone a stakeholder.
- Delegate jobs and responsibilities.
- Teach leadership skills and time management.
- Identify clear expectations/outcomes.
- Establish goals and objectives.
- Provide opportunities for people to experience success.
- Brainstorm throughout training/workshop to ensure everyone is on the same page.
- Provide a safe, comfortable, and open environment.
- Develop high-quality activities/sessions so people will enthusiastically volunteer.
- Ask for HELP!!! e.g. Who would like to … <u>NOT</u>   What are you good at?
- Let people know that you are interested in diverse perspectives/different points of view.
- Rotate and switch people around so no one person is dominating discussion.
- Encourage people who are not participating.